

Inspection report for early years provision

| | |
|--------------------------------|-----------------|
| Unique reference number | EY306512 |
| Inspection date | 09/02/2010 |
| Inspector | Tina Anne Mason |
| Type of setting | Childminder |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and three children aged eight, three years and one year in Leigh-on-Sea, Essex. The whole of the childminder's home is used for childminding, except the master bedroom. The home is accessed via one step to the front door and there is a ground floor cloakroom and a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children at any one time, no more than one of whom may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and who speak English as an additional language.

The childminder walks and drives to the local pre-school and local schools to take and collect children. The family has a cat. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children spend their day in a safe, fun, child orientated, home from home environment, playing and learning with one another. The good implementation of the Early Years Foundation Stage programme ensures all children attending are able to develop and progress at their personal rate meeting their individual potential. Children have ample space to safely explore their boundaries and environment indoors, outdoors and on outings, as all potential hazards are appropriately minimised through the childminder's thorough risk assessments. Every child's individual needs are incorporated into the provision, promoting inclusive practice. The childminder understands the benefits to the children and herself of continuously developing her practice. She develops close relationships with all parents, enabling them to be fully involved in their child's ongoing care, progress and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop current systems for planning to meet the children's individual needs as they progress towards the early learning goals
- include views and opinions of children and their parents and carers in the self-evaluation process.

The effectiveness of leadership and management of the early years provision

The childminder implements effective policies and procedures, which are shared with parents, that promote children's safety, welfare and development well. Children's medication and accidents are managed well and all required records are completed accurately. The childminder carries out comprehensive risk assessments to ensure that children play and learn in a safe environment, both inside and out. She has a good understanding of how to safeguard children and the procedures to follow with concerns.

The childminder promotes positive partnerships with parents and carers. She provides them with clear information about the setting which includes written policies and agreements. Parents are included in the initial assessment of their child's starting points and their comments are invited and used in the progress records. Information is shared through a daily diary to ensure that children's individual needs are met and any additional requirements addressed. There are good links established with other settings to fully promote children's ongoing welfare and progress. A system for self-evaluation has been established to promote effective monitoring and identification for future priorities. The childminder is able to identify areas for improvement. Although, the views of parents and children who use the setting have not yet been obtained to ensure a clear representation of the service provided is gained.

The childminder is highly professional in her attitude to childminding and strives to offer a very high standard of care and education to the children she minds. She strives for improvement through ongoing professional development, such as completing a National Vocational Qualification (NVQ) Level 3 in childcare and through effective delivery of all requirements of the Early Years Foundation Stage. The wonderful range of resources and activities fully promotes children's development in all six areas of learning. In addition, the range of supportive information is sought from a variety of sources to enhance the childminder's knowledge and to share with parents, such as health and safety issues. The displays and notice boards all add to the excellent selection and detail offered to parents.

The quality and standards of the early years provision and outcomes for children

Children self-select activities from the extensive range of toys and activities available. She values and respects children and includes them in decisions about their play and care. As a result, they are developing good independence and appropriate confidence in expressing their wants and needs. The childminder provides a wide range of stimulating resources and activities in all areas of learning. For example, children are able to develop their fine motor skills by participating in activities that encourage these, such as egg and spoon races, baking carrot and courgette muffins and manipulating malleable materials, such as play dough with a selection of tools to mould the dough. They also enjoy lots of

different craft activities such as, making Chinese lanterns for Chinese new year. As a result, children are interested in their play. The childminder interacts and extends the learning of children well and as a result young children are able to focus on activities for quite long periods of time. For example, with younger children she promotes their communication, language and literacy skills well by introducing new words and sounds, repeating them several times and asking open-ended questions. The childminder also encourages them to develop knowledge and understanding of the world. For example, the childminder discusses the wildlife in the garden and includes the children in visiting the local recycling centre. They also accompany the childminder to a number of venues which provide children's activities, where they participate in physical activities and can hone their social skills.

The children make good progress towards the early learning goals. The childminder shows a highly consistent knowledge of the six areas of learning and is able to apply them effectively during her play activities. The childminder shows a good understanding in guiding children's learning, and makes good use of one-to-one interactions, to support and extend their progress. The childminder organises a good programme of activities to successfully maintain children's enjoying and achieving. The childminder recognises that children develop and learn in different ways and at different rates, and a wide range of resources cover all the areas of learning. This enables the children to make progress. Although, the assessment records do not clearly enable the childminder to monitor effectively whether children are progressing, through each area of learning, consistently towards the early learning goals.

Children are offered meals and snacks, which are healthy and nutritious. The childminder ensures she discusses each child's dietary needs with the child's parents. Children drink lots during the day and regularly participate in physical activities, both at the local park and in the childminder's garden where they can use the trampoline, ride on toys and other suitable garden equipment. Children show confidence, both in their selection of toys and in interacting with visitors. They learn to share their toys and take turns. They are co-operative with the childminder and get to know the childminder's simple house rules, in particular, those relating to personal hygiene and hand washing. They fully participate in the childminder's emergency evacuation procedures and learn about the safe handling of toys and equipment. As a result, children have the opportunity to keep themselves safe in an emergency.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

| | |
|---|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---|-----|

| | |
|--|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--|-----|